

# Kentucky Career and Technical Education Curriculum Alignment Resource



## PARENTING

# KENTUCKY CAREER PATHWAY/PROGRAM OF STUDY TEMPLATE

## Recommended Course Sequence

**COLLEGE/UNIVERSITY:** Western Kentucky University

**CLUSTER:** Human Services & Education

**HIGH SCHOOL (S):**

**PATHWAY:** Early Childhood Educator

**PROGRAM:** Family & Consumer Sciences- Early Childhood Education

DRAFT

AFT	Grade	English	Math	Science	Social Studies	REQUIRED COURSES				CREDENTIAL CERTIFICATE DIPLOMA DEGREE
	RECOMMENDED ELECTIVE COURSES									
	OTHER ELECTIVE COURSES									
CAREER AND TECHNICAL EDUCATION COURSES										
SECONDARY	9	English I	Algebra I	ICP / Earth Science	Social Science	Health/PE	Arts & Humanities	Digital Literacy	FACS Essentials	
	10	English II	Geometry	Biology I	World Civilization	World Language I	Relationships / Money Skills	Foods and Nutrition	Early Lifespan Development	
	11	English III	Algebra II	Chemistry	US History	World Language II	Parenting	Child Dev. Services I	Child Dev. Services I	KOSSA, AAFCS Pre-PAC (Early Childhood Education), Commonwealth Child Care Credential, CDA & WKU Articulation
	12	English IV	Math Elective	Science elective	Psychology	Business Management	Principles of Teaching	Child Dev. Services II	Child Dev. Services II WBL / Co-op	
POSTSECONDARY	Year 13	English 100 & Speech	General Math	Cat D science	Psychology	Working with Young Children and Families	Human Nutrition	Foundations in FCS * Foundations in Hunam Services	Diversity in Early Childhood Programs	3 Hours Articulation - Early Childhood Education
	Year 14	English 200 & Children's Literature	Family and Community and Early Childhood Programs	Safety & First Aid & Family Relations	Western Civilization	Assessment of Young Children	Guidance & Peblem solving Approaches for Young Children	Curr Dev for infants & toddlers & Curr Dev for Preschool and Kindergarden	Adminstration of Early Childhood Programs & Practicum	Associates Degree- Early Childhood Education
	Year 15	English 300	Foreign Language	Humanities Elective (2)	Family Life Education	PP Techniques in FCS	Management of Family Resources	Implications of Research in Child and Family	Growth and Guidance of Children	
	Year 16	World Cultures - Folk Studies	Statistics	Critical Issues in Family and Child Studies	Professional Presentations in FCS	Internship	Parenting Strategies	Family Relations	Exceptional Education	Bachelor's Degree in Child Studies (minor required)



College and Career Transitions Initiative

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### Required Courses

### Recommended Elective Courses

### Other Elective Courses

### Required Career and Technical Education Courses

### Credit-Based Transition Programs (e.g. Dual/Concurrent Enrollment, Articulated Courses, 2+2+2)

(♦ = High School to Comm. College) (• = Com. College to 4-Yr Institution) (■ = Opportunity to test out)

### Mandatory Assessments, Advising, and Additional Preparation

**Note:** Categories of courses (e.g. Required, Recommended Electives, other Electives and career and Technical Education) apply to both secondary and postsecondary levels.

# PARENTING

## Course Description:

This course is designed to aid students in developing parenting and care giving skills that can be applied in a variety of situations. Major topics include becoming an informed parent, understanding prenatal development, caring for the newborn, being an effective parent/caregiver, caring for the sick and elderly and exploring career opportunities in care giving. Leadership development will be provided through the Family, Career and Community Leaders of America.

**Grade Level:** 10-12

**Credits:** 0.5 – 1.0

## Technical Content / Process

### Students will:

1. distinguish among family types.
2. contrast common examples of family crises.
3. predict how work and family roles are balanced based on values and goals.
4. analyze parenting roles across the life span.
5. examine factors to be considered in assessing readiness for parenthood.
6. identify causes of and solutions for infertility.
7. recognize that many hereditary or chromosomal effects can be predicted and prevented by genetic counseling.
8. identify the parts and functions of the male and female reproductive system.
9. describe methods of birth control.
10. identify the early signs of pregnancy and the tests for confirming pregnancy.
11. identify adequate prenatal care.
12. compare and contrast fetal development during each trimester of pregnancy.
13. analyze factors that contribute to reducing birth defects.
14. evaluate the preparations expectant parents should make.
15. describe the birth process.
16. describe the physical characteristics of the newborn.
17. recognize the various aspects of routine infant care.
18. recognize areas of infant development.
19. analyze responsibilities common to parenting and care giving roles.
20. recognize signs of illness in a child.
21. determine appropriate treatment of children's accidents or injuries.
22. identify external support systems that provide services for parents.
23. investigate the specific jobs or careers in the fields of child care/elder care.
24. utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
25. apply math, science and communication skills within technical content.
26. demonstrate employability and social skills relevant to the career cluster.

## Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21<sup>st</sup> Century Skills
- Kentucky Academic Standards
- Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Course Title	Parenting	Grade Levels	10-12	Credit Value	0.5-1.0
Description	This course is designed to aid students in developing parenting and care giving skills that can be applied in a variety of situations. Major topics include becoming an informed parent, understanding prenatal development, caring for the newborn, being an effective parent/caregiver, caring for the sick and elderly and exploring career opportunities in care giving. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred)				
Unit Title	Meeting Family Responsibilities				

Technical Content

- 1. Students will distinguish among family types.
- 2. Students will contrast common examples of family crises.
- 3. Students will predict how work and family roles are balanced based on values and goals.
- 4. Students will analyze parenting roles across the life span.
- 22. Students will identify external support systems that provide services for parents.

National Standards

- 6.1.1 - Analyze family as the basic unit of society.
- 6.1.2 - Analyze the role of family in transmitting societal expectations.
- 6.1.5 - Analyze the role of family in developing independence, interdependence, and commitment of family members.
- 15.1.4 - Analyze societal conditions that influence parenting across the life span.

KY Academic Standards (Big Idea)

Personal Wellness (Health Education) - Practical Living

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual’s physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

English/Language Arts Standards

- CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

- Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
- Writing / 11-12 / #1 – Write arguments based on discipline-specific content.
- Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.\*

**21st Century Skills and Knowledge**

- Collaboration
- Communication
- Financial, Economic, Business and Entrepreneurial Literacy
- Critical Thinking and Problem Solving
- Leadership and Responsibility

**KOSSA Standards**

- 3003.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
- 3003.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
- 3003.OJ.1 Examine the role of nurturance on human growth and development
- 3003.OJ.2 Examine the role of communication on human growth and development
- 3003.OJ.3 Examine the role of support systems in meeting human growth and development needs
- 3003.OK.1 Examine parenting roles across the life span
- 3003.OK.2 Examine expectations and responsibilities of parenting
- 3003.OK.3 Determine consequences of parenting practices to the individual, family, and society
- 3003.OK.4 Determine societal conditions that impact parenting across the life span
- 3003.OK.5 Explain cultural differences in roles and responsibilities of parenting
- 3003.OL.1 Choose nurturing practices that support human growth and development
- 3003.OL.2 Select communication strategies that promote positive self-esteem in family members
- 3003.OL.3 Assess common practices and emerging research about discipline on human growth and development
- 3003.OL.4 Assess the impact of abuse and neglect on children and families and determine methods for prevention
- 3003.OL.5 Determine criteria for selecting care and services for children
- 3003.ON.1 Examine biological processes related to prenatal development, birth, and health of child and mother
- 3003.ON.2 Consider the emotional factors of prenatal development and birth in relation to the health of the parents and child
- 3003.ON.3 Examine implications of alternatives to biological parenthood
- 3003.ON.4 Determine legal and ethical impacts of technology
- 3003.OH.1 Examine physical, emotional, social, and intellectual development
- 3003.OH.2 Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development

**Learning Targets - Click here to view Sample Learner Activities**

- Distinguish among types of families.
- Contrast common examples of family crises.
- Predict how work and family roles are balanced based on values and goals.
- Identify external support systems that provide services for parents.
- Analyze parenting roles across the life span.

Course Title	Parenting	Grade Levels	10-12	Credit Value	0.5-1.0
Description	This course is designed to aid students in developing parenting and care giving skills that can be applied in a variety of situations. Major topics include becoming an informed parent, understanding prenatal development, caring for the newborn, being an effective parent/caregiver, caring for the sick and elderly and exploring career opportunities in care giving. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred)				
Unit Title	Parenting Responsibilities and Readiness				

Technical Content

- 5. Students will examine factors to be considered in assessing readiness for parenthood.
- 19. Students will analyze responsibilities common to parenting and care giving roles.

National Standards

- 15.1.1 - Analyze parenting roles across the life span.
- 15.1.2 - Analyze expectations and responsibilities of parenting.
- 15.1.3 - Analyze consequences of parenting practices to the individual, family, and society.
- 15.1.5 - Explain cultural differences in roles and responsibilities of parenting.

KY Academic Standards (Big Idea)

Personal Wellness (Health Education) - Practical Living  
Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Consumer Decisions - Vocational Studies  
Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

English/Language Arts Standards

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  
CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.  
Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.  
Reading / 11-12 / #7 - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.  
Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.  
Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.  
Writing / 11-12 / #1 – Write arguments based on discipline-specific content.  
Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.  
Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  
Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.  
Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**Mathematics Standards**

CC.9-12.S.IC.6 Evaluate reports based on data.\*

CC.9-12.S.MD.5 (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.\*

**21st Century Skills and Knowledge**

Financial, Economic, Business and Entrepreneurial Literacy

Information Literacy

Flexibility and Adaptability

Leadership and Responsibility

Productivity and Accountability

**KOSSA Standards**

3003.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

3003.EH.2 Implement conflict resolution strategies and problem-solving skills

3003.EN.1 Assume responsibility for safety of self and others

3003.OK.1 Examine parenting roles across the life span

3003.OK.2 Examine expectations and responsibilities of parenting

3003.OK.3 Determine consequences of parenting practices to the individual, family, and society

3003.OK.4 Determine societal conditions that impact parenting across the life span

3003.OK.5 Explain cultural differences in roles and responsibilities of parenting

3003.ON.1 Examine biological processes related to prenatal development, birth, and health of child and mother

3003.ON.2 Consider the emotional factors of prenatal development and birth in relation to the health of the parents and child

3003.ON.3 Examine implications of alternatives to biological parenthood

3003.OH.1 Examine physical, emotional, social, and intellectual development

3003.OH.2 Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development

3003.AE.5 Demonstrate ability to meet financial obligations

**Learning Targets - Click here to view Sample Learner Activities**

Examine factors to be considered in assessing readiness for parenthood.

Analyze responsibilities common to parenting and caregiving roles.

Course Title	Parenting	Grade Levels	10-12	Credit Value	0.5-1.0
Description	This course is designed to aid students in developing parenting and care giving skills that can be applied in a variety of situations. Major topics include becoming an informed parent, understanding prenatal development, caring for the newborn, being an effective parent/caregiver, caring for the sick and elderly and exploring career opportunities in care giving. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred)				
Unit Title	Planning a Family				

Technical Content

- 6. Students will identify causes of and solutions for infertility.
- 7. Students will recognize that many hereditary or chromosomal effects can be predicted and prevented by genetic counseling.
- 8. Students will identify the parts and functions of the male and female reproductive system.
- 9. Students will describe methods of birth control.

National Standards

- 12.2.1 - Analyze the effect of heredity and environment on human growth and development.
- 15.4.1 - Analyze biological processes related to prenatal development, birth, and health of child and mother.
- 15.4.2 - Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.
- 15.4.3 - Analyze implications of alternatives to biological parenthood.
- 15.4.4 - Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.

KY Academic Standards (Big Idea)

Lifetime Physical Wellness (Physical Education) - Practical Living

Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

Personal Wellness (Health Education) - Practical Living

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual’s physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

English/Language Arts Standards

- CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Technical Literacy Standards

- Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.
- Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
- Writing / 11-12 / #1 – Write arguments based on discipline-specific content.
- Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 11-12 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.
- Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.



**Mathematics Standards**

CC.9-12.S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).\*

CC.9-12.S.IC.6 Evaluate reports based on data.\*

CC.9-12.S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.\*

**21st Century Skills and Knowledge**

Health Literacy

Information Literacy

**KOSSA Standards**

3003.AA.2 Participate in conversation, discussion, and group presentations

3003.AB.3 Identify relevant details, facts, and specifications

3003.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

3003.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

3003.ON.1 Examine biological processes related to prenatal development, birth, and health of child and mother

3003.ON.2 Consider the emotional factors of prenatal development and birth in relation to the health of the parents and child

3003.ON.3 Examine implications of alternatives to biological parenthood

3003.ON.4 Determine legal and ethical impacts of technology

3003.OM.1 Assess community resources and services available to families

3003.OM.2 Appraise community resources that provide opportunities related to parenting

3003.OM.3 Review current laws and policies related to parenting

**Learning Targets - Click here to view Sample Learner Activities**

Examine causes of and solutions for infertility.

Discuss the role that heredity plays throughout reproduction.

Identify how genetic counseling can predict and prevent some effects caused by heredity.

Identify the parts and functions of the male and female reproductive systems.

Compare the effectiveness of different methods and types of birth control.

Analyze how STDs affect the development of the unborn child and mother.

Course Title	Parenting	Grade Levels	10-12	Credit Value	0.5-1.0
Description	This course is designed to aid students in developing parenting and care giving skills that can be applied in a variety of situations. Major topics include becoming an informed parent, understanding prenatal development, caring for the newborn, being an effective parent/caregiver, caring for the sick and elderly and exploring career opportunities in care giving. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred)				
Unit Title	Pregnancy & Birth				

Technical Content

- 10. Students will identify the early signs of pregnancy and the tests for confirming pregnancy.
- 11. Students will identify adequate prenatal care.
- 12. Students will compare and contrast fetal development during each trimester of pregnancy.
- 13. Students will analyze factors that contribute to reducing birth defects.
- 14. Students will evaluate the preparations expectant parents should make.
- 15. Students will describe the birth process.

National Standards

- 12.1.2 - Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
- 12.1.3 - Analyze current and emerging research about human growth and development, including research on brain development.
- 12.2.1 - Analyze the effect of heredity and environment on human growth and development.
- 15.2.1 - Choose nurturing practices that support human growth and development.
- 15.2.2 - Apply communication strategies that promote positive self-esteem in family members.
- 15.4.1 - Analyze biological processes related to prenatal development, birth, and health of child and mother.
- 15.4.2 - Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.

KY Academic Standards (Big Idea)

Biological Change (Biological Science) - Science  
The only thing certain is that everything changes. At the high school level, students evaluate the role natural selection plays in the diversity of species. Modern ideas of evolution provide a scientific explanation for three main sets of observable facts about life on Earth: the enormous number of different life forms we see about us, the systematic similarities in anatomy and molecular chemistry we see within that diversity, and the sequence of changes in fossils found in successive layers of rock that have been formed over more than a billion years.

Personal Wellness (Health Education) - Practical Living  
Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual’s physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Nutrition (Health Education) - Practical Living  
Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Lifetime Physical Wellness (Physical Education) - Practical Living  
Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

English/Language Arts Standards

- CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**Technical Literacy Standards**

Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  
Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  
Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.  
Reading / 11-12 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.  
Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #1 – Write arguments based on discipline-specific content.  
Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.  
Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.  
Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  
Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**Mathematics Standards**

CC.9-12.S.IC.6 Evaluate reports based on data.\*  
CC.9-12.S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).\*

**21st Century Skills and Knowledge**

Health Literacy  
Flexibility and Adaptability  
Critical Thinking and Problem Solving

**KOSSA Standards**

3003.AA.2 Participate in conversation, discussion, and group presentations  
3003.AB.3 Identify relevant details, facts, and specifications  
3003.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology  
3003.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)  
3003.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation  
3003.AC.3 Implement effective decision-making skills  
3003.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information  
3003.EN.1 Assume responsibility for safety of self and others  
3003.EN.3 Manage personal health and wellness  
3003.OH.1 Examine physical, emotional, social, and intellectual development  
3003.OH.2 Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development  
3003.OI.1 Investigate the impact of heredity and environment on human growth and development  
3003.OI.2 Determine the impact of social, economic, and technological forces on individual growth and development  
3003.OI.3 Examine the effects of gender, ethnicity, and culture on individual development  
3003.OI.4 Examine the effects of life events on individuals’ physical and emotional development  
3003.OM.1 Assess community resources and services available to families  
3003.OM.2 Appraise community resources that provide opportunities related to parenting  
3003.OM.3 Review current laws and policies related to parenting  
3003.ON.1 Examine biological processes related to prenatal development, birth, and health of child and mother  
3003.ON.2 Consider the emotional factors of prenatal development and birth in relation to the health of the parents and child  
3003.ON.3 Examine implications of alternatives to biological parenthood  
3003.ON.4 Determine legal and ethical impacts of technology

**Learning Targets - [Click here to view Sample Learner Activities](#)**

- Identify the early signs of pregnancy.
- Examine how adequate prenatal care affects the development of the mother and unborn child.
- Compare and contrast fetal development during each trimester of pregnancy.
- Analyze factors that contribute to reducing birth defects.
- Evaluate the preparations expectant parents should make.
- Identify signs and symptoms of labor.
- Explain the birth process.

Course Title	<b>Parenting</b>	Grade Levels	10-12	Credit Value	0.5-1.0
Description	This course is designed to aid students in developing parenting and care giving skills that can be applied in a variety of situations. Major topics include becoming an informed parent, understanding prenatal development, caring for the newborn, being an effective parent/caregiver, caring for the sick and elderly and exploring career opportunities in care giving. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred)				
Unit Title	<u><b>Caring for an Infant</b></u>				

**Technical Content**

- 16. Students will describe the physical characteristics of the newborn.
- 17. Students will recognize the various aspects of routine infant care.
- 18. Students will recognize areas of infant development.
- 19. Students will analyze responsibilities common to parenting and care giving roles.

**National Standards**

- 12.1.1 - Analyze physical, emotional, social, spiritual, and intellectual development.
- 12.3.1 - Analyze the role of nurturance on human growth and development.
- 12.3.3 - Analyze the role of family and social services support systems in meeting human growth and development needs.
- 15.4.1 - Analyze biological processes related to prenatal development, birth, and health of child and mother.

**KY Academic Standards (Big Idea)**

Biological Change (Biological Science) - Science  
 The only thing certain is that everything changes. At the high school level, students evaluate the role natural selection plays in the diversity of species. Modern ideas of evolution provide a scientific explanation for three main sets of observable facts about life on Earth: the enormous number of different life forms we see about us, the systematic similarities in anatomy and molecular chemistry we see within that diversity, and the sequence of changes in fossils found in successive layers of rock that have been formed over more than a billion years.

Nutrition (Health Education) - Practical Living  
 Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Personal Wellness (Health Education) - Practical Living  
 Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual’s physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Psychomotor Skills (Health Education) - Practical Living  
 Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

**English/Language Arts Standards**

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**Technical Literacy Standards**

- Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.
- Writing / 11-12 / #1 – Write arguments based on discipline-specific content.
- Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 11-12 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.
- Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**Mathematics Standards**

CC.9-12.S.IC.6 Evaluate reports based on data.\*

**21st Century Skills and Knowledge**

- Health Literacy
- Communication
- Collaboration
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Leadership and Responsibility
- Productivity and Accountability

**KOSSA Standards**

- 3003.AA.1 Utilize effective verbal and non-verbal communication skills
- 3003.AA.3 Communicate and follow directions/procedures
- 3003.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
- 3003.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
- 3003.AC.3 Implement effective decision-making skills
- 3003.EN.1 Assume responsibility for safety of self and others
- 3003.EN.3 Manage personal health and wellness
- 3003.OH.1 Examine physical, emotional, social, and intellectual development
- 3003.OH.2 Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development
- 3003.OI.1 Investigate the impact of heredity and environment on human growth and development
- 3003.OI.2 Determine the impact of social, economic, and technological forces on individual growth and development
- 3003.OI.3 Examine the effects of gender, ethnicity, and culture on individual development
- 3003.OI.4 Examine the effects of life events on individuals’ physical and emotional development
- 3003.OJ.1 Examine the role of nurturance on human growth and development
- 3003.OJ.2 Examine the role of communication on human growth and development
- 3003.OJ.3 Examine the role of support systems in meeting human growth and development needs
- 3003.OK.1 Examine parenting roles across the life span
- 3003.OK.2 Examine expectations and responsibilities of parenting
- 3003.OK.3 Determine consequences of parenting practices to the individual, family, and society
- 3003.OK.4 Determine societal conditions that impact parenting across the life span

- 3003.OK.5 Explain cultural differences in roles and responsibilities of parenting
- 3003.OL.1 Choose nurturing practices that support human growth and development
- 3003.OL.3 Assess common practices and emerging research about discipline on human growth and development
- 3003.OK.4 Determine societal conditions that impact parenting across the life span
- 3003.OL.5 Determine criteria for selecting care and services for children
- 3003.OM.1 Assess community resources and services available to families
- 3003.OM.2 Appraise community resources that provide opportunities related to parenting
- 3003.OM.3 Review current laws and policies related to parenting
- 3003.ON.1 Examine biological processes related to prenatal development, birth, and health of child and mother
- 3003.ON.2 Consider the emotional factors of prenatal development and birth in relation to the health of the parents and child
- 3003.ON.3 Examine implications of alternatives to biological parenthood

**Learning Targets - [Click here to view Sample Learner Activities](#)**

- Describe characteristics of the newborn.
- Recognize and demonstrate aspects of routine infant care.
- Analyze support systems provided for parents.
- Examine physical, emotional and intellectual development of the newborn.

Course Title	<b>Parenting</b>	Grade Levels	10-12	Credit Value	0.5-1.0
Description	This course is designed to aid students in developing parenting and care giving skills that can be applied in a variety of situations. Major topics include becoming an informed parent, understanding prenatal development, caring for the newborn, being an effective parent/caregiver, caring for the sick and elderly and exploring career opportunities in care giving. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred)				
Unit Title	<b><u>Health and Safety</u></b>				

**Technical Content**

- 20. Students will recognize signs of illness in a child.
- 21. Students will determine appropriate treatment of children’s accidents or injuries.

**National Standards**

- 15.2.1 - Choose nurturing practices that support human growth and development.
- 15.2.5 - Apply criteria for selecting care and services for children.

**KY Academic Standards (Big Idea)**

Safety (Health Education) - Practical Living  
 Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving a motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

**English/Language Arts Standards**

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
 CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
 CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  
 CC.11-12.R.I.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.  
 CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**Technical Literacy Standards**

Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  
 Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.  
 Writing / 11-12 / #1 – Write arguments based on discipline-specific content.  
 Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.  
 Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**Mathematics Standards**

CC.9-12.S.IC.6 Evaluate reports based on data.\*  
 CC.9-12.S.MD.5b (+) Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.\*



**21st Century Skills and Knowledge**

- Health Literacy
- Critical Thinking and Problem Solving

**KOSSA Standards**

- 3003.AA.1 Utilize effective verbal and non-verbal communication skills
- 3003.AA.3 Communicate and follow directions/procedures
- 3003.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
- 3003.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
- 3003.AC.3 Implement effective decision-making skills
- 3003.EN.1 Assume responsibility for safety of self and others
- 3003.EN.2 Follow safety guidelines in the workplace
- 3003.EN.3 Manage personal health and wellness
- 3003.OL.1 Choose nurturing practices that support human growth and development
- 3003.OL.2 Select communication strategies that promote positive self-esteem in family members
- 3003.OL.3 Assess common practices and emerging research about discipline on human growth and development
- 3003.OL.4 Assess the impact of abuse and neglect on children and families and determine methods for prevention
- 3003.OL.5 Determine criteria for selecting care and services for children
- 3003.OK.2 Examine expectations and responsibilities of parenting
- 3003.OK.3 Determine consequences of parenting practices to the individual, family, and society
- 3003.OE.1 Manage physical space to maintain a safe and healthy learning environment
- 3003.OE.2 Apply safe and healthy practices that comply with state regulations
- 3003.OE.3 Implement strategies to teach children health, safety, and sanitation habits
- 3003.OE.4 Provide safe and healthy meals and snacks
- 3003.OE.7 Demonstrate security and emergency procedures
- 3003.OE.8 Analyze and evaluate environmental issues

**Learning Targets - Click here to view Sample Learner Activities**

- Recognize signs of illness in a child.
- Recommend appropriate steps needed to care for an ill child.
- Explain proper first-aid procedures for responding to children's accidents and injuries.

Course Title	Parenting	Grade Levels	10-12	Credit Value	0.5-1.0
Description	This course is designed to aid students in developing parenting and care giving skills that can be applied in a variety of situations. Major topics include becoming an informed parent, understanding prenatal development, caring for the newborn, being an effective parent/caregiver, caring for the sick and elderly and exploring career opportunities in care giving. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred)				
Unit Title	Careers				

Technical Content

- 23. Students will investigate the specific jobs or careers in the fields of child care/elder care.
- 24. Students will utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.
- 26. Students will demonstrate employability and social skills relevant to the career cluster.

National Standards

- 7.1.1 - Explain the roles and functions of individuals engaged in family and community services careers.
- 7.1.3 - Summarize education and training requirements and opportunities for career paths in family & community services.
- 15.3.1 - Assess community resources and services available to families.
- 15.3.2 - Appraise community resources that provide opportunities related to parenting.
- 15.3.3 - Summarize current laws and policies related to parenting.

KY Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

Employability Skills - Vocational Studies

Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

English/Language Arts Standards

- CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- CC.11-12.R.I.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Technical Literacy Standards

- Reading / 11-12 / #7 - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
- Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.
- Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
- Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 11-12 / #5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Mathematics Standards**

CC.9-12.S.IC.6 Evaluate reports based on data.\*

**21st Century Skills and Knowledge**

Information Literacy

Media Literacy

ICT (Information, Communications, and Technology) Literacy

Life and Career Skills

**KOSSA Standards**

3003.EK.1 Recognize the importance of maintaining a job and pursuing a career

3003.EK.2 Define jobs associated with a specific career path or profession

3003.EK.3 Identify and seek various job opportunities (e.g., volunteerism, internships, co-op, part-time/full-time employment)

3003.EK.4 Prepare a resume, letter of application, and job application

3003.EK.5 Prepare for a job interview (e.g., research company, highlight personal strengths, prepare questions, set-up a mock interview, dress appropriately)

3003.EK.6 Participate in a job interview

3003.EK.7 Explain the proper procedure for leaving a job

3003.EL.1 Acquire current and emerging industry-related information

3003.EL.4 Discuss the importance of flexible career planning and career self-management

3003.EL.7 Accept and provide constructive criticism

3003.OA.1 Determine the roles and functions of individuals engaged in early childhood education and services

3003.OA.2 Explore opportunities for employment and entrepreneurial endeavors

3003.OA.3 Examine education/training requirements and opportunities for career paths in early childhood education and services

**Learning Targets - Click here to view Sample Learner Activities**

Investigate careers found within the Early Childhood Education career major.